

Emersons Green Primary School



SEVERE BEHAVIOUR POLICY

Draft to Governors:	September 2020	Draft to staff:	September 2020
Ratified: by Full Governing Body	September 2020	Next Review:	September 2021

POLICY FOR DEALING WITH SEVERE BEHAVIOUR

INTRODUCTION

This policy sits alongside the whole school Behaviour Policy, which is intended to encourage children to make positive choices and, through appropriate rewards and sanctions as well as the involvement of parents, provide a framework for children to learn self-discipline and respect. For almost all of the children the Behaviour policy, which has its strength in its supportive nature and whole school application, is successful. However, there are some occasions when it is necessary to apply the severe clause that is indicated in the Behaviour policy. This Severe Behaviour policy explains the structure and processes of the severe clause, which, like the Behaviour policy, must be applied consistently.

DEFINITION OF "SEVERE BEHAVIOUR"

The following inappropriate behaviour can be classed as "severe" and may warrant the sanctions of the Severe Clause:

- Discriminatory abuse
- Verbal abuse of an adult
- Extreme behaviour causing damage to property or person OR potential damage to property or person (e.g. violence, running away, vandalism deliberately dangerous activities etc)
- Bullying, that is the repeated physical or verbal abuse to victim(s) by person(s) – see the Anti-Bullying policy
- Persistent disobedience or destructive behaviour.
- Deliberate action that results on possible transmission of illness (e.g. Covid)

EQUALITY STATEMENT

At Emersons Green Primary School we are committed to ensuring equality and opportunity to all members of our school community. In regard to pupil behaviour, the school always aims to ensure that no pupil is treated less favourably than anyone else. The Equality Act 2010 defines these responsibilities. In regard to this, this Behaviour Policy, including all of its procedures and systems will have due regard to:

- Eliminating discrimination and other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Be aware of this duty to have due regard when making decisions or taking action in order to assess whether that action will have implications for people with protected characteristics
- Consider equality implications before and at the time that this policy is developed and reviewed and keep these implications under review on a regular basis

It is unlawful to discriminate in the following areas, termed protective characteristics. (all Behaviour policies, procedures, systems and actions must take this into account):

- Age
- Disability

- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or Belief
- Sexual orientation

REASONABLE ADJUSTMENT, SEND CLUSTER and HIGH RISK GROUP

If a child is considered at risk of exclusion, all effort must be made to provide reasonable adjustments to avoid this, including, but not limited to, an individual behaviour plan, changes to daily provision, use of additional resources and support from outside agencies.

The Local South Gloucestershire SEND Cluster has a fund available so that schools can request additional provision or resources to avoid exclusion for pupils.

The South Gloucestershire High Risk group is a consultative body, led by LA staff who can provide advice and support for schools when a pupil is at risk of exclusion. The High Risk group also has access to funding that schools can request to support these pupils.

When a pupil is considered at risk of exclusion, the above resources must be utilised by the school in order to ensure exclusion remains a last resort.

SANCTIONS AND SEVERE BEHAVIOUR STAGES

Incidents of the above behaviour, although rare, must be dealt with firmly and immediately. They are initially covered by the whole school behaviour policy, by which the child will be given a **Red Card**. In addition, the child concerned must be sent to the Headteacher (or, in his/her absence, the Deputy Head or other senior leader) and a clear account of what has occurred given. The Headteacher will investigate whether or not the offence is deemed to warrant the severe clause, and if it does, then the following action will be taken:

Stage 1 - First Incident

- Headteacher investigates by talking to all those involved in the incident including the victim(s), possible perpetrator(s) and observers. The Headteacher will observe class bubbles protocols while doing this.
- Headteacher records the incident in the pupil's online CPOMS file
- If appropriate the Headteacher informs the parents/carers of the victim(s) and perpetrator(s). This will usually be done by telephone and outcomes recorded.
- Parents are given the opportunity to discuss the incident with the Headteacher and/or class teacher – this will be by telephone or online meeting.

- Victims may be counselled by appropriate member of staff if necessary, within class bubble protocols.
- The incident will be talked through with the perpetrators and counselling given if appropriate.
- A suitable sanction from the Behaviour policy will be imposed.

Stage 2 - Second Incident

Same procedures as stage 1 with the addition of:

- Parents/carers of perpetrator will be notified in writing that any repetition of the offence will result in **a Report Card**. Parents will be asked to meet the Headteacher to discuss the situation and a behaviour plan will be jointly drawn up to support the child. These meeting may have to be online.
- The action plan will include appropriate sanctions and rewards to encourage good behaviour.
- Parents will be given a copy of this policy and the action plan.
- The class teacher and other adults, who regularly deal with the perpetrator e.g. support staff, will keep a daily behaviour log until the behaviour is deemed satisfactory.

Stage 3 - Third Incident

Same procedures as stage 1 with the addition of:

- Parents/carers will be informed that the child is on '**Report**', and will be issued **a Report Card**.
- The child is issued with a 'Report Card' which is to be presented to the member of staff responsible for him/her at the end of each session, for a comment and a signature.
- At the end of a given period (day/week), the card must be signed by the Headteacher for comment and signature. This must be done in line with class bubble protocols.
- Further sanctions from the Behaviour policy or from the list below may also be appropriate.

Stage 4 - Fourth Incident

Same procedures as Stage 1 with the following possible actions as appropriate.

Either:

- Further report card to be issued

OR:

- Parents/carers will be informed in writing that further behaviour of a similar nature will result in a Headteacher's internal or external exclusion at lunch time or day(s) duration up to a maximum of 15 days.
- Chair of Governors and Local Authority attendance team will be informed if an external exclusion is initiated.

Stage 5 - Fifth Incident

- Following further discussions with the parents/carers and if a written warning has been given (Stage 4 - Severe Behaviour) the child will be excluded. The exclusion can be for a maximum of 15 school days in one term, and must be in the requirements of the LA and DFCSF regulations.
- The Local Authority will be informed. We will seek the support of other outside agencies if appropriate.
- The Chair of Governors will be informed.
- Governors will be informed at the next available Governors meeting if there has been exclusion but not given details in case of appeal.
- The Headteacher will discuss with the child and the parents the conditions which the child will be expected to adhere to when he/she is re-admitted to school.
- Upon return to the school a re-integration meeting will take place with child and parents. This meeting may have to be carried out remotely.

PLEASE NOTE: Should the behaviour exhibited be of a particularly severe nature, then the child may be excluded from school at any stage of this Severe Behaviour Policy. This is in line with DfE guidance on school exclusions. Physically assaulting a member of staff will normally result in an immediate Fixed-Term Exclusion.

REPORT CARD

While on Report, a child will miss playtimes and lunchtime play, supervised by a member of SLT. This will have to be carefully planned in order to maintain class bubble protocols. The child will be given a report card and will have to have it signed off by the class teacher and a member of SLT for each session completed with expected behaviour. There are 3 sessions in a day – 2 in the morning and 1 in the afternoon. It is likely that a child on report will not be permitted to attend after-school clubs until they are no longer on report.

The child will be removed from report when they have exhibited good behaviour (no Yellow or Red Card) for at 3-5 days in a row, as agreed by the Class Teacher and SLT.

SUBSEQUENT OFFENCES OF A SIMILAR NATURE:

Subsequent offences, which are not resolved by the actions taken above and which clearly put staff and/or children at risk of constant mental or physical harm, or the buildings and equipment of destruction or damage may result in permanent exclusion. This is to be considered as a very last resort, and it may be that further short-term exclusions are first appropriate. At this stage, appropriate external agencies such as Behaviour Support, the Educational Welfare Officer and the Educational Psychologist should be consulted before any decision is taken.

Should it be necessary to permanently exclude a child, the national procedures as laid down by the DfE must be followed.

POSSIBLE INTERNAL SANCTIONS TO BE USED IN ADDITION TO THOSE LISTED IN THE 'GOOD BEHAVIOUR POLICY'

- Long term loss of breaktime.
- Exclusion from class treats/golden time.
- Exclusion from extra school activities e.g. clubs, discos etc.
- Exclusion from residential trips.
- Extra supervision at break/lunchtimes (resources permitting).

PHYSICAL INTERVENTION

All possible measures should be taken to avoid any form of physical restraint of children. Section 93 of the Education Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do the following:

1. Committing any offence- that would be deemed as an offence for an older pupil
2. Causing personal injury to or damage to the property of, any person (including the pupil himself), or
3. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise

The DfE non-statutory guidance 'Use of reasonable force' July 2013, will be used if needed. Physical restraint will be used at the very last resort and all effort will be made to diffuse any incidents.

At least one member of SLT will have completed Team Teach physical restraint training. If there is a pupil in school who is expected to require regular physical restraint, then additional members of staff will be trained as appropriate

Any incident of physical restraint will be recorded in the pupil's online secure CPOMS file and the Physical Restraint 'Bound and Numbered book' (locked in Headteacher office). The child's parent/carer will be informed and an investigation carried out by the Headteacher to ensure correct procedures were followed.

Any child whose behaviour is likely to involve physical intervention will have an individual behaviour plan and/or de-escalation plan. See also the Severe Behaviour Policy.

During the period of the Covid pandemic, staff must avoid any physical intervention without appropriate Personal Protective Equipment, unless absolutely necessary. The preferred protocol is to ask other children or adults to move away from the child exhibiting the behaviour and/or to move, furniture or resources that may be causing risk. A Senior Leader should be contacted immediately, who can then make a risk assessment of the situation and take action, using PPE if necessary.

VULNERABLE PUPILS AND PUPILS WITH SPECIAL EDUCATIONAL NEEDS

All pupils are individuals - it is expected that staff working from this policy will take into account individual pupil needs. There are some pupils who may exhibit severe behaviour more frequently than others due to an ongoing need, such as attachment disorder. These pupils should already have agreed strategies, an action plan and, if required, a de-escalation or physical restraint plan in place. If these systems are in place, all members of staff working with that child should be made appropriately aware of them.

Sanctions should always take into account the emotional and physical needs of individual children. For example, exclusion may not always be an effective sanction for improving behaviour if the pupil's emotional or cognitive level means they do not fully understand what they have done, what sanction is being imposed and what behaviour change is expected of them. In this case, other sanctions may be agreed.

Some pupils with disabilities may not have physical control over their own movements, meaning they may inadvertently cause physical harm to others. It is the responsibility of SLT and staff who regularly work with these pupils to ascertain whether any physical harm is intentional or as a result of the child's disability.

The school will not discriminate against any individual as a result of following this behaviour plan. This in particular includes those individuals who are part of a protected group (see Equality Statement above).

CONCLUSION

The occasions when it will be necessary to reach the concluding stages of this policy are very rare, since most children who find themselves facing severe clauses will respond positively to the sanctions imposed. Although the above policy is intended for the tiny minority of children who fail to respond to the positive rewards and sanctions of the whole school Behaviour Policy, the expectation is still to enable children to learn, how to behave appropriately and to encourage them to live within the rules which have been negotiated around the principles of listening, co-operating, respecting being safe and being responsible. Further, the priority at all times should be maintaining the safety, health and welfare of all members of the school, including pupils, staff, family members and visitors.